DOCUMENT RESUME

ED 085 489 CE 000 592

AUTHOR	Carmichael, Margaret; And Others
TITLE	Evaluation of Four Career Education Media Used by the Indiana Career Resource Center. Research and Evaluation Report Series. Report Number 2: Career Education/Career Development Study.
INSTITUTION	Indiana Univ., South Bend. Indiana Career Resource Center.
SPONS AGENCY	Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
REPORT NO	CE-CD-R-2
PUB DATE	1 May 73
NOTE	60p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Books; *Career Education; Elementary Education; *Elementary School Teachers; Filmstrips; Instructional Materials; *Instructional Media; Magnetic Tape Cassette Recorders; *Opinions; Primary Education; Puppetry; Role Playing; Self Concept; Surveys; Transparencies

ABSTRACT

One hundred and sixteen elementary educators in Indiana were asked for their opinions of four primary and elementary level career education media available from the Indiana Career Resource Center. The media were: 1) Developing Understanding of Self and Others (DUSO), a program of activities including listening, experimental, inquiry, and discussion approaches to learning with a kit of materials designed to help children better understand social-emotional behavior; 2) First Things, an introduction to basic concepts of social and physical environments using filmstrips with cassettes; 3) Lee Law's Transparencies, a vocational guidance program of concepts designed to familiarize the elementary student with vocations, occupational information, the world of work, and himself; and 4) Come to Work With Us, a set of twelve books of guided tours through many business and work sites, designed as supplementary learning materials. An opinionnaire was developed to gather information on the respondent and his/her evaluation of the media. The data from the 66 o/o responding revealed that the design of the media was thought to be excellent and very helpful in improving self-concepts and related career education factors. The opinionnaire is included as one of several appendixes. (AG)

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RCH AND EVALUATION
REPORT SERIES

Career Education/Career Development Study

Report Number 2

May 1, 1973

Evaluation of Four Career Education Media
Used by the Indiana Career Resource Center

by Margaret Carmichael, Nancy Donnelly,
Carolyn Foster, and Diane Wells

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Funded by: Indiana Vocational Education Division, Department of Public Instruction

Coordinated by: Indiana University at South Bend

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CE 000 592 (VT 020 731)

ED 085489

EVALUATION OF FOUR CAREER EDUCATION MEDIA USED BY THE INDIANA CAREER RESOURCE CENTER SOUTH BEND, INDIANA

by

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Submitted in partial fulfillment of the requirements
for the Master of Education degree
in the School of Education
Indiana University
May 1, 1973

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	Statement of Purpose	7
	Definition of Terms	14
II.	REVIEW OF LITERATURE	15
	Profile of Literature	15
III.	DESIGN OF STUDY	35
	Instrumentation	35
	Population	35
	Presentation and Data Analysis	35
IV.	SUMMARY	46
	Conclusion and Recommendations	46
	REFERENCES	48
	APPENDIX A	51
	APPENDIX B	52
	APPENDIX C	54

CHAPTER I

INTRODUCTION

The Indiana Career Resource Center was founded in February, 1970 in a remodeled house at 1205 Greenlawn Avenue, South Bend, Indiana. It is a new concept in vocational guidance. The purpose was to provide a meaningful and comprehensive guidance program of benefit to the total community. The coordinator of the Center was Indiana University at South Bend in cooperation with area schools, business, and industry, and the South Bend-Mishawaka Chamber of Commerce. The Center was funded by a grant from the Vocational Education Division, Indiana Office of the Superintendent of Public Instruction with Penn-Harris-Madison School Corporation acting as the local financial agent (Career Digest, February, 1970, p. 1-2).

Initial objectives of the program were:

1. To develop and maintain open lines of communication between area schools, business, and industry.
2. To provide direct assistance to area guidance counselors in organizing career oriented activities.
3. To develop job fairs, occupational tours, and to assemble a directory of speakers covering major occupational fields.

4. Utilization of the center as a training laboratory for guidance counselors in graduate studies.

Housed at the Center was a vocational information library including all types of vocational guidance resources. In the beginning the staff was small on a full and part time schedule (Career Digest, February, 1970, p. 1-2).

During the first year, the Center was involved with thirty eight schools in eight school districts. In this year of operation a need arose to provide students with career information that was current, accurate, and readily understood. The information needed to be up to date and localized. The end result was VIEW (Vital Information for Education and Work). This career information was processed on microfilm aperture cards for most occupations which require less than a baccalaureate degree and for which training is available and local job opportunities exist. The format of VIEW consists of:

1. A brief statement of nature of job.
2. Photographs of workers on the job.
3. Criteria that must be met.
4. List of related occupations.
5. Local information concerning the job (Career Digest, November, 1970, p. 1-4).

In early 1971, the Center began to shift some of its directions toward young children, specifically early elementary pupils. At this time, Magic Windows Program, electronically operated dummies, psychedelic slide

presentations, and puppets were being designed to foster insight and awareness upon which later vocational guidance work could be built (Career Digest, February, 1971, p. 1-3).

A list of tentative career development goals for elementary pupils was established.

1. An awareness of the concept of work as it relates to income producing activities.
2. An awareness of the concepts of work as it relates to basic human needs.
3. An awareness of the interdependence of workers.
4. Some insight into the similarity of work areas based on the demands for certain common workers attitudes.
5. An awareness of the specific work activities of their parent and guardian (Career Digest, December, 1970, p. 3).

After the program was developed, it was housed in a twelve by sixty foot mobile laboratory located adjacent to the Indiana Career Resource Center. This laboratory was used to provide group presentation programs to elementary and pre-school pupils on career exploring. The unit would also be equipped with a multi-media career development library (Career Digest, February, 1971, p. 3-4).

With increasing use of the Career Resource Center's facilities by local and other state wide groups, staff members found it necessary to increase staff positions and to offer further service to the entire midwest. "A career education theme was developing in American Education and the Career Resource Center was a participant in the

Palo Alto, California program to usher in the Career Education concept (Career Digest, October, 1971, p. 4)."

The United States Office of Education has recently avowed that the philosophy and ideas of career education should be expanded to all levels of education. In fact, the awareness of career education must permeate to all levels including that of the elementary grades and, thereby, become a permanent and integral part of the total educational process. Marland (1972) states the following:

> What the term 'career education' means to me is basically a point of view', a concept--a concept that says three things. First, that career education will be a part of the curriculum for all students, not just some. Second, that it will continue throughout a youngster's stay in school, from the first grade through senior high and beyond, if he so elects. And third, that every student leaving school will possess the skills necessary to give him a start in making a livlihood for himself and his family, even if he leaves before completing high school (p. 3).

In order to answer the career education needs within the state ,the Indiana Career Resource Center at South Bend has completed three years of development and evaluation to serve as a model for the career educational needs of all Indiana schools. In the beginning, it was able to provide consultant and material services to a limited number of schools located within sixty miles of South Bend, Indiana. This provided the Center with the pre-service and in-service experience that can now be used to encourage career education practices throughout the entire state.

In the spring of 1972, the Center acquired a mobile training unit in the form of a thirty-foot long motorized vehicle, funded through the Vocational Education Division of the State Department of Public Instruction. This unit provides people throughout the state with a place and means of viewing equipment and materials related to career education. A Career Resource Center staff member goes with the unit to present programs designed to meet the needs of each individual group.

The acquisition of the mobile training unit changed the Center's role from one of direct student guidance to one of training educators. To facilitate this broadened program the Center changed its organizational structure. The three functional divisions are: Training Component; Production, Development, and Dissemination Component; and Research & Evaluation Component.

The Training Component was structured to carry out the following objectives: make available current career education information, provide advice and physical help in the development of local career education programs, to follow-up successful local projects and to assist in the introduction of exemplary programs into the state-wide curriculum.

The Production, Development, and Dissemination Component will attempt to see that new and appropriate programs are available to educator audiences. Some of

the objectives are as follows: provide programs regarding the philosophies, techniques, theories, and implementations of career education; collect and disperse printed and audio-visual programs concerning state and national career education projects; develop curriculum materials, continue to provide a bibliography of career resource materials, continue to loan schools career resource materials, develop materials for schools and school districts suitable to their financial resources; and, to develop career resource materials locally (Career Digest, September, 1972, p. 2).

The Research and Evaluation Component was designed to systematically evaluate the Career Resource Center's materials, projects and activities. The objectives of this component are: to evaluate Center programs, commercial and non-commercial materials; assist projects in state that wish to develop evaluation models and research instruments; identify and utilize exemplary projects; have available individuals and groups that are experts in career development; "outline modular curriculum units utilizing multi-media career materials; refine and conduct research on a learning model for effecting vocational maturity at all educational levels (Career Digest, September, 1972, p. 2)."

Statement of Purpose

The purpose of this research is to study the impact of four career education media available from the Indiana Career Resource Center. The hypothesis for the investigation was to determine the opinions of elementary educators concerning the value of the four media.

Following is a brief summary describing each of the four media being evaluated for this research project.

Developing Understanding of Self and Others (DUSO)

"Developing Understanding of Self and Others (DUSO) is a program of activities with an accompanying kit of materials, designed to help children better understand social-emotional behavior (Dinkmeyer, p. 7)." It is intended to be used by kindergarten and primary teachers in the regular classroom and can be presented easily without special training. The kit may be used on a daily basis throughout the entire school year, or selected activities may be chosen to fit specific needs and interests of the children.

The DUSO activities include listening, experimental, inquiry, and discussion approaches to learning. The program utilizes many varied activities including: role playing, puppetry, group discussions, supplementary reading suggestions, music, and art. All of the materials

in the kit are contained in a large metal carrying case. They include: teachers manual, two story books, records and cassettes, posters, puppet activity cards, puppets, puppet props, role playing cards, and group discussion cards (Dinkmeyer, p. 7-10).

The total program is organized around eight structural theme units:

1. Understanding and Accepting Self
2. Understanding Feelings
3. Understanding Others
4. Understanding Independence
5. Understanding Goals and Purposeful Behavior
6. Understanding Mastery, Competence, and Resourcefulness
7. Understanding Emotional Maturity
8. Understanding Choices and Consequences (Dinkmeyer, p. 11)

"The units and instructional activities center around a number of fantasy experiences with 'DUSO,' the dolphin puppet as the primary character. The eight units are designed in such a way that the unit activities are extended over four or five weeks so that the entire program covers a year or longer (Valett, p. 2)."

For each unit there is an introductory story and a unit song concerning the unit theme. After this introduction, the following set of activities are suggested as a weekly cycle:

1. A story followed by discussion
2. A poster to be discussed
3. A problem situation followed by discussion
4. A role playing activity
5. A puppet activity
6. Several supplementary activities to be used as desired
7. Recommended supplementary reading (Rusch, p. 102).

The design and objectives of DUSO are to help the child become more aware of the relationship between himself, other people, and his needs and goals. Through DUSO the child is helped to develop a sensitivity to the casual, purposive, and consequential nature of his behavior. As the child learns to do this, he is more likely to recognize the basis of a faulty relationship with others (Dinkmeyer, p. 10-11).

Guidance Associates' First Things

First Things introduces primary grade pupils to basic concepts of their social and physical environments. The series consists of five sets of filmstrips with cassettes. Stories, dramatic situations, carefully paced narratives, music and full-color photography help children define and apply basic concepts of the individual, groups, interaction, conflict and cooperation. Scenes for each filmstrip are filmed on-location with children of various ages, ethnic

and racial backgrounds. The fundamental objective of the series is to help each child grow in understanding of himself and other persons as individuals and as members of groups within the society (First Things, p. 5).

First Things offers an opportunity for the child to discover, evaluate, and discuss the experiences he encounters that affect his personal and social growth. Suggested activities are designed to interest the pupils in collecting and examining data about themselves and relationships they have developed with individuals and groups.

This filmstrip series aims to help each child develop:

1. Acceptance of and respect for himself.
2. Understanding of individual differences.
3. Understanding of group influences.
4. Identification with others on the basis of shared feelings and desires.
5. Recognition of interactions occurring between individuals and/or groups.
6. Awareness of how individual expectations of each other influence their interaction.
7. Awareness of the effect interaction has on the individual.
8. Realization of alternative possibilities for interaction with others. (First Things, p. 2.)

The series is based on the fact that acceptance of oneself is a prerequisite for acceptance of others. For this reason each child must be involved in free exploration of himself along with his learning about others.

Observation, sociodrama and experimentation are vital to this series. The filmstrips are designed to provide a base of experience and to provoke questions, not to be sources of information to be mastered by passive observers. They present lively human situations and problems inviting the pupils' participation and enjoyment in comparing other persons with themselves. Furthermore, the filmstrips define and apply concepts that pupils can use to compare their own experiences with those of others. Basically the filmstrips present model ways of thinking, feeling and acting that pupils can use to enlarge the range of possibilities for their own behavior.

Lee Law's Transparencies

This media is a vocational guidance program developed around a series of concepts designed to promote the student's understanding of various vocations, to promote occupational information, to explore the world of work, and to assist the student in finding out about himself.

The transparencies have a central theme of "Careers of the Month" and are confined to the elementary school, grades one through six. All types of occupations are introduced from the skilled to the professional careers. A series of concepts concerning work have been offered in each grade level. These concepts are introduced in

one grade, developed in a following grade, and emphasized in one or more subsequent grades. To both the teacher and to the pupil, materials, references, and activities have been listed so that the concepts can be more easily understood.

This media was designed to be implemented within the existing curriculum of the school and to provide an excellent background for future vocational planning. The following objectives were given:

1. Arouse the child's curiosity in regard to the working world.
2. Encourage wholesome attitudes toward all types of work.
3. Enlarge the child's occupational horizons.
4. Answer the child's many questions concerning occupations.
5. Introduce and begin developing basic concepts through meaningful activities.
6. Help students understand the interdependency of workers within our society.
7. Show children the part school plays in preparation for life.

Following are the "Careers of the Month":

September	Introduction
October	Language Arts
November	Mathematics
December	Science
January	Social Studies
February	Fine Arts

March	Vocational
April	Health and Physical Education
May	Culmination (Laws, 1968)

Beginning Sextant Series-Come to Work with Us

This set of twelve books is designed to be used as supplementary learning materials in early primary education. The books take the pupil on guided tours through many different businesses and work sites, where they see children their own age in a wide range of realistic work situations. They learn about each job from the full-color pictures of other children dressed in the worker's paraphernalia doing the jobs depicted. The text is four line verse describing what the job involves.

The pupil is given the opportunity to develop concepts about self and the world around him. Cognitive development is enhanced as the reader moves into a more complex society in which they see themselves through pictures and words.

The books can be used for reading, language, and social studies programs providing an interdisciplinary approach to reading (Wilkinson, 1970).

Definition of Terms

On the opinionnaire used to gather the information, there were certain terms that were defined for the reader so that a common meaning is available for all. In the course of this study these terms will be referred to so they should be clarified.

Career Education is a three part concept. 1. Career Education will be a part of the curriculum for all students. 2. A program of total involvement throughout a pupil's stay in school and beyond. 3. Every pupil will possess the skills necessary to give him a start in making a livelihood (Guidance Newsletter, September-October, 1972).

Media "Forms of devices or equipment which are normally used to transmit information between persons. Thus radio, television, newspapers, billboards, letters, handbills, books, teaching devices are media by this definition (Rossi, pp. 3-4)."

Elementary Pupil One who attends a kindergarten or a school of elementary level. Kindergarten to sixth grade inclusive.

CHAPTER II

REVIEW OF LITERATURE

The literature reviewed included articles written by experts in the fields of education, sociology, and psychology and has the common component of career and/or vocational-occupational educational interest.

In the 1970's, the concept of vocational and occupational education has acquired a new scope and even a new name, Career Education.

President Nixon (1972) called for a new emphasis on Career Education in his State of the Union message to Congress in January, 1972, saying:

> There is no more disconcerting waste than the waste of human potential. And there is no better investment than an investment in human fulfillment. Career Education can help make education and training more meaningful for the student, more rewarding for the teacher, more available to the adult, more relevant for the disadvantaged and more productive for our country (Worthington, 1972, p. 6).

Profile of Literature

Woodhouse (1935) suggested that the elementary teacher should teach children about the dignity of work. The most important aspect of vocational guidance at this level is

inculcating youngsters with good social attitudes toward work and removing the stigma attached to factory and domestic work. Such curriculum areas as geography, current events, and literature offer opportunities to discuss occupations. Cumulative records concerning the activities. achievements, grades and teachers' comments about the youngsters were valuable guides to the choice of a high school. Parents were an important part of this program and they were to be given an intelligent understanding of their child's weaknesses and strengths as well as the democratic social attitudes needed toward choosing an occupation.

In the late 1940's and early 1950's other writers felt that the foundations of career development should be laid during the elementary school years but placed emphasis on different methods. Jensen (1951) suggested a vocational questionnaire to be filled in by pupils in order to obtain helpful information about them. This information should be supplemented by teacher-parent conferences. The questionnaire was to be passed on to the junior high school to aid counselors in their work. Various methods which could be used were discussed--scrapbooks about careers, audio-visual aids, and outside speakers. Torrance (1949) stressed the use of role playing and role training as vocational guidance techniques for vocational orientation. He suggested that the community make a survey of

its characteristic roles as well as some characteristic roles outside the community and that the children would enact them and then discuss discrepancies between the actions of the actor and the demands of the role in terms of adequacy and enjoyment. Ballard (1952) was of the opinion that children's dramatic play, plus their visits to the airport, dairy, etc. gave them a good idea about the world of work. Kobliner (1955) summed up the thinking of writers who were publishing articles through the early 1950's in the following manner:

> The chief arguments . . . for vocational guidance in the elementary school are that it lays the foundation for future vocational choice and counseling and that it instills in children good social attitudes towards all kinds and levels of occupations. Occupational information is imparted to children in an incidental manner through the use of games, plays, clubs, assembly programs, audio-visual aids, and excursions. The children are given experience which attempts to acquaint them with and to give them an appreciation of the working world around them. Teachers with a guidance point of view are the key personnel in such a program. They try to recognize the special abilities and interests of their students and to give them opportunities for expression. Through the use of the curriculum, the children learn about the occupations and people of the world (pp. 274-276).

A study by Ginzberg (Ginzberg, Axelrod, Herma, 1951) has shown that occupational choice is a developmental process that takes place over a period of approximately ten years. The decision-making process can be divided into three periods: the fantasy, tentative, and realistic.

In the fantasy period, which occurs in early childhood, a child's choice is based on his dreams and wishes; it is quite unrealistic.

The tentative period starts at approximately age eleven. It is characterized by the individual's recognition of the problem of occupational choice. At this time tentative and more realistic choices are usually made.

In the realistic period, which begins about age seventeen, practical considerations become more important. Information about occupations will be useful to him to the extent that it can be integrated with his established values and goals.

More writers began to emphasize the downward movement of vocational guidance within the school in the late 1950's and 1960's. Hoppock (1957) felt that the presentation of occupational information should be within the framework of the existing curricula. He further stated, the purposes of presenting occupational information were as follows:

1 To increase the child's feeling of security

2 To encourage the natural curiosity of young children

3 To extend the occupational horizons of the child

4 To encourage wholesome attitudes towards all useful work

5 To begin developing a desirable approach to the process of occupational choice

6 To help students who are dropping out of school and going to work

7 To help students who face a choice between different high schools or high school programs

8 To show children who really need money how they can get it without stealing.

Stewart (1959) states that vocational choice begins early in life. Children cannot comprehend all the effect work has on their lives. They can understand the effect work may have on place of residence. They cannot comprehend the demands an occupation places on one's personal and social life but they can consider the effect of different working hours and different occupations on their relationship with parents.

Children should develop interest in a wide number of occupations. They are influenced by attitudes of people around them and are also influenced by attitudes of society which say certain jobs go to members of certain sexes. Stewart (1959) reports that children at 5th grade level have a fairly clear idea of what is appropriate for them to like and dislike.

Kaback (1960) concurred with Hoppock's thinking and gave examples of how to work occupational information into the elementary school curricula in the first, second, and fourth grades. She also presented a unique method of approaching traditional holidays from a vocational standpoint.

Nelson (1962) and Grant (1963) both state that the elementary school is the place for the individual to explore himself in relation to his environment as a part of setting life goals. Since a part of life goals involve career decisions, vocational exploration should begin at the elementary level.

Lifton (1959-60) found in a study of textbooks and teacher knowledge that both gave a distorted picture of the importance and type of jobs available. He found that teachers and textbooks of major companies placed heavy emphasis on service occupations in lower elementary grades, while in the upper elementary grades the emphasis was on professions. Lifton (1959-60) also discovered a gap in vocational books for children. A few publishing companies have printed vocationally oriented books for the lower elementary child but little is available for upper grade children. This investigation leads Lifton (1959-60) to stress the need for:

1 Field trips with emphasis on workers

2 School visits by parents to tell about their jobs

3 More publications slanted towards vocations.

Kowitz and Kowitz (1959) concur with the above-mentioned findings for they state, "On the elementary level the selection is too often limited to about a dozen service occupations such as the milkman, postman, and policeman (p. 154)."

To overcome the insufficiency of suitable vocational materials designed for elementary children, several writers have suggested activities which will give the student direct or contrived experiences concerning the world of work.

Super (1957) emphasizes vocational development rather than vocational choice. Choosing a vocation is regarded as a process, not an act, and vocational development cannot be separated from development of the whole personality.

In choosing an occupation one is choosing a means to implement a self concept. He states three factors that are important:

1 Role factors--test self-concept against reality

2 Personal factors--intelligence, aptitudes, personality and interest

3 Salvational factors--background, socio-economic status.

He also states that the growth stage is from birth to age fourteen. Self-concept develops through identification with key figures, needs and fantasy dominant.

1 Fantasy age 4-10--needs role-playing.

2 Interest age 11-12--likes major determinant of aspirations.

3 Capacity age 13-14--abilities given more weight.

There is a good deal of evidence concerning the value of giving occupational information early. Wrenn (1962) says that vocational choice and preparation is an important

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3 Capacity age 13-14--abilities given more weight.

There is a good deal of evidence concerning the value of giving occupational information early. Wrenn (1962) says that vocational choice and preparation is an important

objective for a sizable proportion of the elementary school population. He makes the following recommendations:

> That counseling in the elementary school be considered vital to the welfare of both the children and the nation, but that the continuing study be made of this function since the actual course of counseling development in the elementary school has not been yet charted. In the elementary school the identification of talents and of early patterns of development is the joint responsibility of teacher, counselor, and other pupil personnel specialists. . . . Clearly, also it is the responsibility of the counselor to provide realistic social and vocational orientation in the elementary school, particularly for the students who terminate their formal education at this level. To be kept in mind, however, is the conclusion from recent studies that students in the junior high school and earlier are often psychologically unready to make a reasoned vocational choice although they may profit from vocational discussion and exploration (p. 78).

Norris (1963) presents concepts and techniques designed to facilitate the vocational maturation of the child. When we increase the child's self-understanding and realistic awareness of the world around us, there is created an educational experience which will enable the child to approach life's problems in a healthy manner.

Norris, Zeran, and Hatch (1960) suggest that there are levels of occupational information for the elementary, junior and senior high schools. According to this study the needs of the early elementary school are:

1. To develop wholesome attitudes toward all work.
2. To make the child aware of a wide variety of jobs.

3. To answer all questions about occupations.

4. To explore rewards of work.

The needs of upper elementary:

1. To become aware of jobs at the state, national and international levels.

2. Job interdependency between workers.

3. Successful performance requires specific personal qualities and skills.

4. Factors such as nature of work, training and working conditions, etc. are important in making vocational choice.

5. Considerations of problems, such as cost, training program, unpleasant working conditions and other personal sacrifices.

6. Vocational choice requires careful study.

Arbuckle (1963, 1964) advocates the dissemination of occupational information in the elementary schools with some restrictions as can be seen in the following quote:

> . . . the way a child can 'prepare' for the years ahead is to live the present years, which we might hope would include an element of what the more prosaic adult might consider fantasy. Occupational information, then, has a claim to a place in the elementary school curriculum just as any other information and knowledge. Like any other information, however, it is important only to the extent that a teacher or counselor is able to use it to help a child become involved in the learning process (p. 80).

The influence of vocational education, according to Elliot (1971, pp. 60-80), has been moving out of the secondary grades and down through the elementary grades, out of its self-contained, rather specialized place in

education and into the heart of the academic curriculum. Children must be introduced to the world of work while they are still in the elementary school. Postponing occupational orientation until a child is in secondary school can put the child at a distinct disadvantage. In 1968, a bill was passed authorizing the establishment of exemplary programs in vocational education throughout the country. These programs--most of which went into effect in 1970--are funded by the federal government for three years. The guidelines for the programs, as drawn up by the Division of Vocational and Technical Education, call for a broad introduction of the world of work in the elementary grades. Here are some activities cited in project plans submitted to and approved by the Division of Vocational and Technical Education:

1. In Dover, Delaware, an "occupations mall" containing a restaurant, a motel, a flower shop, a greenhouse, a "fix-it" shop and a service station opened in September, 1971. The mall will house a diversified occupations program and will be used for observation and exploratory activities in grades, K-12.

2. In Washington, D.C., all seventh and eighth grade subjects are being coordinated within curriculum structured clusters of career opportunities. The elementary program also includes the introduction of such economic concepts as scarcity, specialization, market mechanisms and the study of technology, including tools, simple machinery and instruments.

3. In Bernalillo, New Mexico, occupational orientation is being taught in all grades and whenever possible is being developed in the language of the home.

Hoyt, Evans, Mackin and Mangum (1972) report that career education is the main interest of the new Commissioner of the U.S. Office of Education, Sidney P. Marland, Jr. It is the key word to his administration and has the support of the National Education Association, the National Association of Chief State School Officers, the American Vocational Association, the National Advisory Council on Vocational Education, the American Association of School Administrators and many other groups inside and out of education.

Helping to stimulate interest in this new concept to an old challenge are monies allocated by Commissioner Marland. State and local educational agencies are all participating in its conception. There is valid argument that industry should assist in the funding of career education. Skill training is the responsibility of both industry and the school. There is feeling that the employer should shoulder the cost of skill training that is limited in application. However, some businesses are too small to financially support skill training. Public and private responsibility for skills will differ in location and circumstances. "But so long as employee and employer are taxpayers they pay publicly as well as privately (Hoyt, et al., 1972, p. 80)."

Career education is defined by Kenneth Hoyt (1972) of the University of Maryland as:

> the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual (p. 1).

Rupert Evens (Hoyt, et al., 1972) of the University of Illinois says, "Career education is the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life (p. 1)."

The basic concept and philosophy of career education indicates that all kinds of education should be in preparation for financial independence, personal satisfaction and the awareness of the dignity and importance of work. It is not something that precedes entering the world of work but is entwined in the world of home, community, friends, etc. A career is not only related to the labor market, but includes all of our productive activities. We should all be involved in some form of career education from birth to death.

From the basic philosophy of career education the following main concepts are derived:

1. Preparation for successful working careers shall be a key objective of all education.

2. Every teacher in every course will emphasize the contribution that subject matter can make to a successful career.

3. 'Hands-on' occupationally oriented experiences will be utilized as a method of teaching and motivating the learning of abstract academic content.

4. Preparation for careers will be recognized as the mutual importance of work attitudes, human relations skills, orientation to the nature of the workaday world, exposure to alternative career choices, and the acquisition of actual job skills.

5. Learning will not be reserved for the classroom, but learning environments for career education will also be identified in the home, the community, and employing establishments.

6. Beginning in early childhood and continuing through the regular school years, allowing the flexibility for a youth to leave for experience and return to school for further education (including opportunity for upgrading and continued refurbishing for adult workers and including productive use of leisure time and the retirement years), career education will seek to extend its time horizons from 'womb to tomb.'

7. Career education is a basic and pervasive approach to all education, but it in no way conflicts with other legitimate education objectives such as citizenship, culture, family responsibility, and basic education.

8. The schools cannot shed responsibility for the individual just because he has been handed a diploma or has dropped out. While it may not perform the actual placement function, the school has the responsibility to stick with the youth until he has his feet firmly on the next step of his career ladder, help him get back on the ladder if his foot slips, and be available to help him onto a new ladder at any point in the future that one proves to be too short or unsteady (Hoyt, et al., 1972, pp. 5-6).

The National Center for Educational Statistics recently published the following interesting data which indicates the magnitude and importance of career education:

1. 850,000 students dropped out of elementary or secondary school. Assume that, on the average, they left at the end of the 10th grade. At $8,000 per child for schooling that began in kindergarten or first grade, these dropouts represented an outlay of $7 billion.

2. 750,000 graduated from the high school general curriculum that has traditionally been the dumping ground for students who do not elect vocational training or plan to go to college. At $12,000 per student, total cost to the Nation ran about $9 billion.

3. 850,000 entered college but left without a degree or completion of an occupational program. Assume that, on the average, they left at the end of the first year. These young people added $12 billion to costs.

These 2.5 million young people and the expenditure of $28 billion represent one-third of the entire $85 billion cost of education last year (Worthington, 1972, p. 4).

Career education will bring about changes in some of the traditional school practices. The Carnegie unit used as a measurement of achievement must be replaced by an objective measure of performance. An open-entry/open-exit, multiple-option system will provide the student with an opportunity to inform teachers and administrators of his needs. Teacher training, curriculum and facilities will take new forms (Hoyt, et al., 1972, p. 16).

Pino (1972), Superintendent of Cherry Creek Schools of Metropolitan Denver, in his address to the educational

conference of the North Central Division of the Indiana State Teachers Association said that the schools must treat their students individually, mindful of their individual needs. One of his suggested models for education was the travel agent. "He doesn't tell you what to do. He asks what you want, how long you want to be gone and where you want to go. Create a system where success is measured by the unique differences of the products (p. 15)."

In 1971, the U.S. Office of Education emphasized the need for model projects in career education. Four models have been identified and are in the process of development. Model one is school based; model two is employer based; model three is home-community based; and model four is residence based. These have been contracted to developmental agencies responsible for initial development activities.

> The center for Research and Leadership Development affiliated with The Ohio State University is presently working with selected school systems across the country in developing aspects of a career education program to provide grade K-14 students with a restructured curriculum revolving around a career preparation theme. Elementary school students will become acquainted with careers through broad occupational clusters, junior high students will have an opportunity to explore several clusters prior to choosing a specialty area, and curricula will be made available to senior high students to help them define and pursue their particular career interest (Career Digest, October, 1971, p. 3).

The employer based model is made to serve students of ages thirteen through eighteen. These students would be offered sequential learning experience provided by a group of employers. The classrooms would be the production lines, office and project locations within a given community and the training would provide educational credentials equal to those from public school. The home-community based model will feature a career-oriented television approach using the home as a learning center. The residential-based model is family oriented career education. Its plan attempts to bring families to remote locations where each member develops an appropriate career role. After the residency project, the family would be guaranteed employment in their home state (Career Digest, October, 1971, p. 3).

President Nixon stated in an official White House proclamation for Vocational Education Week, February 13-19, 1971, that:

> Owing much to the efforts of vocational educators, we are now on the threshold of a new concept of education which can make school both more interesting to the student and more relevant to him and his society. This concept, Career Education, is based on the principle that a complete and meaningful education should include the opportunity to learn about the world of work.
>
> The vocational educator can take satisfaction from the fact that the new concept of Career Education derives its heart and energy from the efforts so carefully begun by the vocational and technical teachers of America (Worthington, 1972, p. 7).

Career education has received a more enthusiastic response in the elementary and junior high schools than in the senior high schools.

Career education has been postponed until high school in the past because most careers don't begin until late adolescence or early adulthood. The elementary school is responding with the belief that if children are taught early in life, they learn better and faster and the attitudes acquired are hard to change.

We must teach elementary children that not all work is boring, dirty, repetitive and non-creative. We must stop using work as a punishment. Very early in life in the home, nursery school and in other early childhood education experiences we must establish meaningful work attitudes.

Early childhood education should give a child an overall view of work and its important role in their lives. Childhood education assumes that:

1. At least some people must work in society to survive.
2. All work needed by society is honorable.
3. Any worker who performs such work well is honorable.
4. Work that is enjoyed by some people is disliked by other people
5. No one has the right to impose his work likes and dislikes on others.

6. A career is built from a succession of jobs which tend to lead individual from those jobs which are personally less satisfying toward those which bring more satisfaction.

7. Generally, those workers who are trained, experienced and productive find their work satisfying, and they will always be more in demand than their opposites.

8. Almost everything the school teaches can be helpful in at least one type of career.

9. Going through school with no consideration of the types of careers in which one might be interested causes one to miss much of the value in school.

10. Postponing consideration of personal career plans until one is out of school virtually guarantees that the individual will begin work with no training and no experience and will be non-productive, even in an 'unskilled' job.

11. The work ethic should be taught to and accepted by all students.

12. All students should make a tentative career choice by the end of kindergarten and should modify or reaffirm this choice periodically throughout the school years (Hoyt, et al., 1972, pp. 73-74).

At the elementary school level, the components of career education most needed will emphasize helping students acquire positive attitudes toward work, toward all levels of occupations found in the society, and toward themselves as prospective workers. It should provide for introduction of some 'hands on' acquaintance with both tools and machines as an essential part of the curriculum. It will certainly provide opportunities for elementary school students to visit in the occupational world and for representatives from the world to visit with students in their elementary schools (Hoyt, et al., 1972, p. 181).

(Industry Week, 1972) voicing its demands for the technically trained as the way to a good career choice quotes Dr. Donald V. Healas, Director, vocational-technical education, Cleveland Board of Education. Healas gives this example of how business and industry in the Cleveland area worked together on an educational program:

> We got the idea that we ought to start an electromechanical program. From our observation, whether you were working on an elevator or working on a computer or working on a duplicator, there was a series of skills needed and information needed to do this kind of work. So, we called together an advisory committee with representatives from 3M, Addressograph-Multigraph, IBM, Control Data, and Oliveti and said, "Here's our proposed program, what do you think?"
>
> They said, "We need people trained in that area." They worked for a year with us in development of a curriculum, requirements for students getting into the program and helping us specify the kinds of equipment we have to purchase to do this kind of training (p. 31).

Healas also pointed out a donation of close to $200,000 worth of equipment from Ford, Chrysler, General Motors, Cummins, White Motor, and others as another example of business cooperation. These are examples of cooperation with the total community and in some ways meeting the demands of minority groups that they have to work with every day.

Worthington (1972) reinforces the importance of career education by stating the following:

1. Career Education is <u>not</u> a high-sounding new name for what we have always called vocational education.

2. Career Education is for every child: rich, poor, suburban, urban, rural; beginning in his first school year and following him as far as he goes in the education system.

3. Career Education is a way to provide career awareness in the early grades and career preparation in the upper grades that continues at an ever-increasing level of sophistication until every student is equipped to enter the occupation of his choice--limited only by his personal ability.

4. Career Education must include Vocational Education because we estimate at least 80% of our school youth should develop salable skills while in school.

5. Career Education is not only for children and young adults. It is also for persons of all ages for anyone who wants to enhance his occupational and earning potential. Two of the four Research and Development models for Career Education developed by the Office of Education are pointed specifically toward adults.

6. Career Education favors no ethnic group to the exclusion of any other. It simply recognizes that concentration and motivation need to be ignited early in life--rekindled later--so that every individual can pursue the occupation and life style of his or her choice.

7. Career Education is not a rigid program from which no state or school district or adult training effort can deviate. Every state, every community, has a population, an occupation market and an educational system that differs in some degree from every other. Career Education is flexible and can be molded to the unique needs of every state and community.

8. Career Education is not a restructuring of education that will bankrupt our citizenry. True, startup costs in schools should be somewhat higher than present per-pupil costs. These costs would include the addition of many more guidance counselors and the retraining of those we have to bring career orientation down to the elementary grades and to pay for higher cost of the skill development training equipment needed for secondary and post-secondary level (pp. 8-10).

CHAPTER III

DESIGN OF STUDY

Instrumentation

In order to achieve the previously listed purposes, an opinionnaire was developed for the instrument to be used. The instrument was divided into four separate sections. The first section, one through five, was designed to learn specific information about the respondent. Questions six, seven, eight, and twenty are of the unstructured response commonly called the open-ended question which allows the subject to give his own response in whatever form he chooses. Questions nine through nineteen used the structured response mode asking endorsement or rejection of a degree of quality of the four media. Questions twenty-one and twenty-two are of the categorical yes-no response mode.

Population

The population included teachers, counselors, administrators, student teachers, teacher's aides, and others within the elementary schools who had utilized one or more of the media being evaluated.

Presentation and Data Analysis

An opinionnaire was sent to one hundred and sixteen educators within a sixty-mile radius of South Bend,

Indiana. A return of 66% was received and used for computation.

Tabulations were computed into percentages and various categories were then analyzed for any significant findings. Questions seven and twenty were so varied in answers that tabulation was not possible. Comments from the population concerning these questions were listed in the appendix.

Questions one through five were specifically used to identify the stratification variables. The following five tables show the percentages received from the population.

TABLE I

QUESTION ONE: I am male or female.

1. Male	10.4%
2. Female	89.6%

TABLE II

QUESTION TWO: What is your present age?

1. 18-24 years	19.5%
2. 25-34 years	35.1%
3. 35-49 years	25.9%
4. 50-60 years	19.5%
5. 65 and over	--

TABLE III

QUESTION THREE: I am presently:

1. Teacher	81.8%
2. Counselor	16.9%
3. Administrator	--
4. Student Teacher	1.3%
5. Teacher's Aide	--
6. Other	--

TABLE IV

QUESTION FOUR: How many years of teaching experience do you have?

1. Student	3.9%
2. 1-3	24.7%
3. 4-7	28.5%
4. 8-10	7.8%
5. 11-20	24.7%
6. 21-30	9.1%
7. 31 and over	1.3%

TABLE V

QUESTION FIVE: Type of community in which you teach.

1. Rural	6.5%
2. Suburban	7.8%
3. Village (under 10,000)	7.8%
4. Town (10-50,000)	41.5%
5. City (over 50,000)	36.4%

Questions six and eight were open-ended questions and responses were categorized into specific resource areas.

TABLE VI

QUESTION SIX: How did you become aware of these media? From the answers received from the population, the following categories were found.

1. Career Education Program	12.8%
2. Career Resource Center	19.6%
3. Community Resource Workshop	10.3%
4. Counselor	8.4%
5. Indiana University Classes	32.8%
6. Other Teacher	5.1%
7. No Response	5.6%

QUESTION SEVEN: What amount of time was devoted to the use of these media in the classroom?

Due to the supplementary nature of the media used, the data were difficult to tabulate. The response varied as to the daily, weekly, or one time use. Find comments in Appendix A.

TABLE VII

QUESTION EIGHT: What motivation prompted you to choose these media?

1. Attractive	2.6%
2. High interest level	12.8%
3. Counselor	19.3%
4. Career Awareness	5.1%
5. Improve self awareness	32.4%
6. For evaluation	3.3%
7. Seminar (Workshop)	3.2%
8. Career Resource Center	4.2%
9. No response	17.1%

Information depicted on the following tables computed by utilizing the total number of responses compared to the evaluated scale based on its value.

Using the following scale, percentages tabluated for nine through nineteen. Each of the four media are charted and percentaged individually.

SCALE: 4--Excellent
3--Good
2--Fair
1--Poor
0--Did not use

TABLE VIII

QUESTIONS NINE THROUGH NINETEEN: Using the DUSO kit.

Fifty-four out of seventy-seven returns indicated use of DUSO kit resulting in 70%

Developing Understanding of Self and Others DUSO KIT	Excellent	Good	Fair	Poor	Did not use
9. Design of the media was	63%	37%	--	--	--
10. Pupil's interest from the presentation was	59%	41%	--	--	--
11. Teacher's manual was	39%	44%	4%	--	13%
12. Appropriateness of media for the age level of the child was	10%	63%	27%	--	--
13. Organization and sequence of media was	50%	50%	--	--	--
14. Development of positive attitudes towards one-self were	54%	41%	5%	--	--
15. Development of positive attitudes towards work were	28%	63%	9%	--	--
16. Provisions for creative activities were	43%	44%	7%	--	6%
17. Manipulation of media by pupil was	24%	63%	9%	2%	2%

Developing Understanding of Self and Others DUSO KIT	Excellent	Good	Fair	Poor	Did not use
18. Pupil's identification with the characters was	44%	48%	8%	--	--
19. Following presentation group discussion was	42%	52%	4%	--	2%

TABLE IX

QUESTIONS NINE THROUGH NINETEEN: Using First Things.

Thirteen out of seventy-seven indicated use of First Things (16%).

Guidance Associates FIRST THINGS	Excellent	Good	Fair	Poor	Did not use
9. Design of the media was	46%	54%	--	--	--
10. Pupil's interest from the presentation was	31%	61%	8%	--	--
11. Teacher's manual was	8%	38%	15%	8%	31%
12. Appropriateness of media for the age level of the child was	46%	39%	15%	--	--
13. Organization and sequence of media was	31%	38%	23%	--	8%

Guidance Associates FIRST THINGS	Excellent	Good	Fair	Poor	Did not use
14. Development of positive attitudes towards one-self were	39%	38%	15%	--	8%
15. Development of positive attitudes towards work were	8%	15%	31%	8%	38%
16. Provisions for creative activities were	8%	38%	23%	--	31%
17. Manipulation of media by pupil was	8%	23%	23%	23%	23%
18. Pupil's identification with the characters was	46%	54%	--	--	--
19. Following presentation group discussion was	23%	39%	15%	--	23%

TABLE X

QUESTIONS NINE THROUGH NINETEEN: Using Lee Law's Transparencies

Four responded to the use of Lee Law's out of seventy-seven (5%).

Lee Law's Career Development Transparencies	Excellent	Good	Fair	Poor	Did not use
9. Design of the media was	75%	25%	--	--	--

Lee Law's Career Development Transparencies	Excellent	Good	Fair	Poor	Did not use
10. Pupil's interest from the presentation was	25%	50%	--	--	25%
11. Teacher's manual was	25%	50%	--	--	25%
12. Appropriateness of media for the age level of the child was	--	50%	25%	--	25%
13. Organization and sequence of media was	25%	50%	--	--	25%
14. Development of positive attitudes towards one-self were	25%	75%	--	--	--
15. Development of positive attitudes towards work were	25%	50%	--	--	25%
16. Provisions for creative activities were	25%	25%	25%	--	25%
17. Manipulation of media by pupil was	25%	25%	--	--	50%
18. Pupil's identification with the characters was	50%	25%	--	--	25%
19. Following presentation group discussion was	50%	50%	--	--	--

TABLE XI

QUESTIONS NINE THROUGH NINETEEN: Using Wilkinson's Come to Work With Us

Out of seventy-seven respondents in this project, seven (9%) indicated that they had used Wilkinson's

Wilkinson Beginning Sextant Series Come to Work With Us	Excellent	Good	Fair	Poor	Did not use
9. Design of the media was	71%	14%	15%	--	--
10. Pupil's interest from the presentation was	29%	57%	14%	--	--
11. Teacher's manual was	29%	14%	14%	--	43%
12. Appropriateness of media for the age level of the child was	29%	57%	--	--	14%
13. Organization and sequence of media was	29%	43%	14%	--	14%
14. Development of positive attitudes towards one-self were	--	57%	--	--	43%
15. Development of positive attitudes towards work were	43%	43%	--	--	14%
16. Provisions for creative activities were	--	57%	--	14%	29%
17. Manipulation of media by pupil was	29%	28%	14%	--	29%
18. Pupil's identification with the characters was	15%	57%	14%	--	14%
19. Following presentation group discussion was	14%	43%	15%	--	29%

QUESTION TWENTY: Please tell us in your own words what you believe your students learned from these media.

Due to the varied answers received from the population, tabulation could not be done for this question. Comments will be found in Appendix B.

Questions twenty-one and twenty-two, to which the answers are of a yes-no mode, are shown as percentages in the following tables.

TABLE XII

QUESTION TWENTY-ONE: Would you recommend purchasing these media for your school?

1. Yes	97%
2. No	3%

TABLE XIII

QUESTION TWENTY-TWO: Would the use of these media warrant its purchase?

1. Yes	95%
2. No	5%

CHAPTER IV

SUMMARY CONCLUSION RECOMMENDATION

The responses from the opinionnaire revealed that the highest percentage of the sample population were female teachers, ages twenty-five through thirty-four having four to seven years experience in a community of 10,000-50,000 population.

The majority of the respondents indicated that they were made aware of availability of these media through the graduate classes and the Indiana Career Resource Center. Opportunities to improve self-awareness concepts, and to create high interest levels in the world of work and the suggestions from counselors motivated the utilization of these media.

The design of the media were rated as excellent by a large percentage of the respondents. Very favorable responses were also indicated in regard to improved self-concepts and self-awareness, improved interaction with others, and pointing out to the pupils the true feelings about the world of work.

Purchase of the media was strongly recommended, however, the value of the media merits more time for the educators to incorporate the educational objectives effectively into their classrooms.

This research study reveals a need for a more inclusive exposure to educators of the values and concepts developed by these four well-organized, innovative and creative media.

The primary concern of these media is to develop the concepts of the world of work and positive attitudes toward self-awareness.

One must conclude that the media provided by the Indiana Career Resource Center are educationally sound and should be used to their fullest potential.

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APPENDIX A

QUESTION EIGHT: What motivation prompted you to choose these media?

1. "These materials could bring desired objectives much nearer completion. Materials are stimulating as discussion starters. Can be used effectively at wide range in age levels."

2. "Clarify the opportunities in the world of work on all levels."

3. "I attended the career resource day at Indiana University, as a student teacher. The children in my room seemed to have a hard time understanding each other."

4. "The media looked appealing to the children, and I hoped it would influence them in their experiences, both personal and in group interaction."

5. "An inspiration to use different media to motivate children in constructive ways. Especially approaches that reflect positive behavioral patterns."

6. "My children are experiencing learning problems. They have a great need for deeper development of self-awareness and better self-concept."

7. "I wanted to give the children a reason for education, and to acquaint them with possible jobs available to them."

8. "They were appealing in looks and were easy to use."

9. "The availability and high interest level of the materials."

10. "Well prepared lessons on relevant subjects for needs of my class."

APPENDIX B

QUESTION TWENTY: Please tell us in your own words what you believe your students learned from these media.

DUSO Comments:

1. "We used the DUSO kit as part of a pro-social program and felt we were able to get across certain points because of the motivating material-theme. We stress self-image and felt this was an excellent program to use."

2. "My children are learning to express their true feelings about themselves. They are also able to think of themselves in the work world."

3. "I did not use a pre-test and post-test."

4. "The children have learned that everyone is different. They also try to understand other children's feelings rather than just their own."

5. ". . . a respect for one's individuality as shown by their willingness to defend one's work when criticized by others; also an awareness of others rights and feelings as shown in the way the children work and play together."

6. "They were able to relate to each other and adults more easily, especially when all had time to become familiar with all phases of DUSO Kit."

7. "This media was good group therapy."

8. "Our children learned that they are not the only people in the world who have feelings of hate, sadness, anger, etc."

9. "They learned to reflect on their actions and the results of these actions."

10. "I believe my students learned about their uniqueness as individuals, how to share, how to work in a group and to think about the feelings of others."

GUIDANCE ASSOCIATES: FIRST THINGS Comments:

1. "With my second graders I'm sure a second showing with some explanation of 'hostility' would help their understanding. In my room we have little use of a film like this."

2. "Some became, at least temporarily, more aware of their actions when dealing with other people. There was no long term success."

3. "The children related to the children in the film-strip in as much as they easily recognized actions and attitudes they had seen their friends and class-mates display."

4. "My children seemed to feel a strong urge to tell the truth--and to repay one if any damage was done to his property (as a result of this media)."

5. "Those participating gained in self-knowledge and understanding; in some cases knowledge and under-standing of others."

LEE LAWS: CAREER DEVELOPMENT Comments:

1. "Students learned to like themselves."

2. "We have had only two sessions so far. The children have been very interested."

WILKINSON: COME TO WORK WITH US Comments:

1. "The students became aware of the various jobs available to them and, I hope, dispelled some of the fantasies about work."

2. "Good supplementary materials."

APPENDIX C

INDIANA CAREER RESOURCE CENTER

1205 South Greenlawn • South Bend, Indiana 46615 • Telephone: AC-219/289-8442

Dear Educator:

The enclosed opinionnaire was developed by four teachers in cooperation with the Indiana Career Resource Center. This study is being conducted in cooperation with Indiana University at South Bend, Indiana.

The purpose of this research is to study the impact of four career education media available from the Indiana Career Resource Center.

The success of this research depends upon your cooperation. Your immediate reply will be appreciated.

Thank you in advance.

Margaret Carmichael
Margaret Carmichael

Nancy Donnelly
Nancy Donnelly

Carolyn Foster
Carolyn Foster

Diane Wells
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Approved by the Indiana Career Resource Center

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Associate Professor of Education
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INDIANA CAREER RESOURCE CENTER - OPINIONAIRE

1205-09 S. Greenlawn Ave. South Bend, Indiana 46615 289-2851

Name_____ Date_____

School_____

Grade_____

Please answer the following questions concerning yourself and your school. Place the number of the most appropriate response in the blank at the right.

1. I am: 1. Male 2. Female _____

2. What is your present age? _____
   1. 18-24 years
   2. 25-34 years
   3. 35-49 years
   4. 50-64 years
   5. 65 and over

3. I am presently: _____
   1. Teacher
   2. Counselor
   3. Administrator
   4. Student Teacher
   5. Teacher's Aide
   6. Other

4. How many years of teaching experience do you have? _____
   1. Student
   2. 1-3
   3. 4-7
   4. 8-10
   5. 11-20
   6. 21-30
   7. 31 and over

5. Type of community in which you teach. _____
   1. Rural
   2. Suburban
   3. Village (under 10,000)
   4. Town (10-50,000)
   5. City (over 50,000)

Please complete the following with short, concise answers.

6. How did you become aware of these media?_____

_____

_____

7. What amount of time was devoted to the use of these media in the classroom?_____

_____

_____

8. What motivation prompted you to choose these media?_____

_____

_____

We are attempting to evaluate four media currently being used by the Indiana Career Resource Center. Using the scale below, please indicate your response in the corresponding space.

Scale: 4 -- Excellent
3 -- Good
2 -- Fair
1 -- Poor
0 -- Did not use

	Developing Understanding of Self and Others DUSU Kit	Guidance Associates First Things	Lee Laws Career Development Transparancies	Allinson Beginning Resume Series Come to Work with Us
9. Design of the media was				
10. Pupil's interest from the presentation was				
11. Teacher's manual was				
12. Appropriatness of media for the age level of the child was				
13. Organization and sequence of media was				
14. Development of positive attitudes towards one-self were				
15. Development of positive attitudes towards work were				
16. Provisions for creative activities were				
17. Manipulation of media by pupil was				
18. Pupil's identification with the characters was				
19. Following presentation group discussion was				

In order to further our evaluation of these media, please write your personal comments.

20. Please tell us in your own words what you believe your students learned from these media.

21. Would you recommend purchasing these media for your school? Yes__No_

22. Would the use of these media warrant its purchase? Yes__No_